

DOCUMENT RESUME

ED 234 210

CE 036 943

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TITLE Food Service Course. Bilingual Vocational Instructional Materials.
INSTITUTION Southwest Texas State Univ., San Marcos. Dept. of Occupational Education.
SPONS AGENCY Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE [82]
CONTRACT TEA-11230096
NOTE 51p.; For related documents, see CE 036 937-942.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
LANGUAGE English; Spanish

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Annotated Bibliographies; Behavioral Objectives; *Bilingual Education Programs; *Bilingual Instructional Materials; *Cooking Instruction; Course Content; Course Descriptions; Educational Resources; Employment Potential; English (Second Language); Entry Workers; Food; *Food Service; Instructional Films; Job Skills; *Lesson Plans; Postsecondary Education; Secondary Education; Second Language Instruction; Spanish Speaking; Teaching Methods; Transparencies; *Vocabulary; Vocational Education; Work Attitudes

ABSTRACT

This course in food services, one of a series of bilingual English-Spanish vocational education courses, is designed to familiarize the student with the food service operation of a restaurant, cafeteria, fast-food operation, hospital, nursing home, industrial or educational facility, food caterer, or bakery. The student should become versatile in the performance of a variety of food service tasks and food service operations. The course covers basic information about food service occupations, sanitation, safety, nutrition, equipment, techniques of food preparation, work stations, customer service techniques, food transportation, storeroom control, and food service management, providing handouts and transparency masters with narrative for these topics. The course also contains a detailed sample lesson plan on vocabulary for food service workers as a model for teachers to use to develop lessons for the course and an extensive English/Spanish vocabulary list. Suggested books and films for teacher or classroom use complete the packet. (KC)

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ED234210

BILINGUAL VOCATIONAL INSTRUCTIONAL MATERIALS

FOOD SERVICE COURSE



Developed through:
The Department of Occupational Education
Southwest Texas State University
San Marcos, Texas 78666

Funded by:
Research Coordination Unit
of The Department of Occupational
Education and Technology,
Texas Education Agency
(TEA Project No. 11230096)

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FOOD SERVICES COURSE

Course Description

This course is designed to familiarize the student with the food service operation of a restaurant, cafeteria, fast-food operation, hospital, nursing home, industrial or educational facility, food caterer, or bakery. The student should become versatile in the performance of a variety of food service tasks and be qualified for employment in a variety of types of food service operations.

Course Objective

The student will be able to:

1. Recognize opportunities for advancement in food service.
2. Know policies and rules of conduct to a particular job.
3. Analyze self in terms of desirable personal characteristics needed by a food service employee.
4. Become aware with the relationship between job success and interpersonal relationships.
5. Identify ways disease may be spread through careless handling of food and equipment.
6. Recognize the necessity of appropriate housekeeping and maintenance practices.
7. Recognize the principles of safety which relate to the handling and sorting of food, equipment, and utensils.
8. Relate nutritional information to various food service situations.
9. Describe influences on nutrition, eating habits, and plan nutritious menus for specific situations.
10. Recognize the kinds of functions of equipment used in commercial food service establishments.
11. Interpret terms, abbreviations, equivalents, and substitutions used in recipes.
12. Adapt techniques of work simplification to tasks performed on the job.
13. Identify standards for quality cold, hot, and baked food products.
14. Define the various types of service used in the food service industry.

15. Practice techniques which make the person served feel welcome and comfortable.
16. Analyze techniques used in taking orders, serving foods, and clearing tables.
17. Apply the techniques of work simplification to tray line assembly.
18. Recognize the necessity for alertness to customer needs.
19. Summarize the importance of efficiency and accuracy in the distribution of food.
20. Describe procedures for transporting food and equipment.
21. Identify procedures used in compiling orders, receiving, and storing food and supplies.
22. Identify typical policies of food service establishments.
23. Cite factors to be considered in planning food service menus.
24. Describe the manager's role in food service production.
25. Describe basic merchandising and public relations techniques used by food service establishments.
26. Identify records which must be kept in food service establishments.
27. Cite laws and regulations affecting the food service establishments.
28. Recognize factors to be considered in planning food service menus.

Course Outline

A. Introduction

1. Job Opportunities in Food Service
2. Employee Qualifications
3. Self-Evaluation

B. Sanitation

1. Food Contamination and Food-Borne Illnesses
2. Cleaning vs. Sanitizing
3. Pest Prevention
4. Procedures for Dishwashing

5. Care of Furniture, Floors, and Surface Areas
6. Sanitation Codes
- C. Safety
 1. Safety Precautions
 2. Emergency Procedures
- D. Nutrition
 1. Factors Influencing Eating Behavior
 2. Daily Food Guide
 3. Nutrients
 4. Nutrition for Persons of Various Ages
 5. Planning Nutritious Meals
 6. Dietary Problems of the Sick and Aging
 7. General and Therapeutic Diets
- E. Small and Large Equipment for Food Preparation and Service
 1. Hand Utensils
 2. Knives
 3. Can Opener
 4. Dippers
 5. Weighing and Measuring Equipment
 6. Food Transporting Equipment
 7. Cleaning and Disposal Equipment
 8. Cold Storage Equipment
 9. Beverage Equipment
 10. Mixing Equipment
 11. Holding and Serving Equipment
- F. Large Equipment for Cooking Food
 1. Toasters

2. Surface Cooking Equipment
3. Ovens
4. Steaming Equipment
- G. Techniques of Food Preparation
 1. Quality Food Preparation
 2. Terminology Used in Food Preparation
 3. Convenience Foods
 4. Techniques of Portioning Foods
 5. Work Simplification and Work Schedules
- H. Cold and Hot Food Work Station
 1. Beverages
 2. Salads
 3. Sandwiches
 4. Garnishes and Condiments
 5. Milk, Milk Products, and Eggs
 6. Vegetables
 7. Cereals and Pastas
 8. Soups and Sauces
 9. Meats, Poultry, and Seafood
- I. Bake Work Station
 1. Desserts
 2. Cakes, Cookies, and Pastries
 3. Breads
 4. Icings and Decorations
- J. Customer Service Techniques
 1. Opening, Closing, and Side Work Duties

2. Arranging Tables and Decorations
 3. Preparing the Table
 4. Meeting the Public
 5. Writing, Placing, and Picking Up Orders
 6. Serving Customers
 7. Serving Special Foods
 8. Fundamentals of Bus Service
 9. Handling Money
- K. Food Transportation
1. Tray Line Assembly
 2. On-Premise Distribution
 3. Off-Premise Catering
- L. Storeroom Control
1. Receiving and Issuing Procedures
 2. Storage of Food and Supplies
- M. Introduction to Food Service Management
1. The Manager's Responsibilities
 2. Purchasing
 3. Production
 4. Merchandising and Public Relations
 5. Accounting and Recordkeeping
 6. Laws and Regulations

Reference

Home Economics Careers in Food Services, Home Economics Instructional Materials Center, Box 4067, Texas Tech. University, Lubbock, TX. In cooperation with: Texas Education Agency Department of Occupational Education and Technology Homemaking Education. Austin, Texas; November 1980.

Introduction to Sample Lesson Plan

At first view of this sample lesson plan, the teacher may feel overwhelmed at the amount of material included. Certainly the material provided cannot be taught in one day. No effort has been made to divide the material into more than three class periods, but it is understood that the teacher will make his/her own adaptations as to both amount of material and time element.

There may be some objection that too much material is presented at one time so that it cannot be mastered as thoroughly in one day as a more limited vocabulary might be. However, given the general consideration that concrete words are the easiest to learn--names of objects, numbers and colors, for example, the difficulty arises with using these words in sentences. For this reason, words are generally taught in context. In implementing the Sample Lesson Plan format, it is recommended that not more than twenty new vocabulary words are introduced in a given class period. The philosophy behind the suggested method of presentation takes into account several considerations.

- (1) It is presumed that the student has already had some exposure to the target language and can handle common usages with some degree of confidence. Therefore more time may be devoted to the new, technical aspects.
- (2) As the student moves into an area of technical vocabulary, he/she needs to practice the new lexical items in situations related to the career area. A more extensive vocabulary divided into several categories provides for more complete responses in relatively normal situations. This means that instead of learning perfectly a limited number words in a given day, the student will require more class periods to absorb and use freely the larger number of words and expressions.

- (2) Bilinguals may not be equally competent in the skills areas of listening, speaking, reading, and writing.
- (3) Bilinguals may have limited levels of formality in one or both languages. For example, a worker who has learned the second language by talking to co-workers will have an informal style and may be uncomfortable in a formal situation.

For the Sample Lesson Plan in this unit, three types of measuring devices are suggested: Word-naming, Picture Cues and Picture Description.

- (1) Word-naming usually covers several domains, and is administered in two languages. A comparison of the results allows the teacher to determine overall language dominance and to note whether this dominance varies from home, school and/or neighborhood.
- (2) In using Picture Cues, the student is asked questions about cartoons or pictures, first in one language and then in the other. The questions may be arranged so as to elicit a specific item. An analysis of the result reveals the degree of the student's proficiency in both languages.
- (3) With Picture Description the student is shown a picture or series of pictures showing activities in familiar settings and is asked to describe, in his or her words, what is happening in the picture, first in one language and then in the other. A comparison of the two samples will show whether one language is dominant.

At the end of each lesson additional areas within the career field are suggested. It is hoped that the teacher will prepare in-depth presentations of those areas and of others he/she may seem important, using the sample lesson as a springboard to his/her own ingenuity and innovativeness. Good luck! ¡Buena suerte!

- (3) It is felt that learning is more meaningful if particular lexical items are absorbed within a general context rather than learned in isolated lists. For that reason, questions and discussions require responses that may seem beyond the ability of the student. In view of the requirements of some of the exercises, it is recommended that on the first day, and perhaps even on the second, the student be allowed to have his/her vocabulary list in sight so that he may refer to it as needed to form adequate responses. In this way, he/she will develop confidence in putting to practical use the specific items to be learned and he will add to his knowledge spontaneously by absorbing other words and expressions appropriate to the situation but not given the official vocabulary.
- (4) Some students undoubtedly will not know all words included in some of the questions. The teacher should accept requests for meanings or explanations when made in acceptable form in the target language. (English: What does _____ mean?; Spanish: "¿Qué significa _____?" or "¿Cómo se dice _____ en inglés?").
- (5) Teachers and instructors should keep in mind the five components of a bilingual/vocational program:
 - (a) Instruction should be given in two languages.
 - (b) Materials must be in two languages (avoid text books).
 - (c) Instruction is based upon two cultures.
 - (d) Students must have the opportunity to learn two languages. (Learn original concept in native language and reinforce in English or vice versa.)
 - (e) The vocational teacher(s) and the English as a Second Language (ESL) teacher(s) must work as a team.

Because of the complexity of the bilingual phenomenon, bilingual programs require certain testing needs, therefore the following factors must also be taken into consideration when evaluating a student in a bilingual class.

- (1) Frequently, bilinguals prefer one language over the other in specific domains. These domains may be the home, the neighborhood and school for children, and for older speakers other areas such as religion, music, sports and hobbies.

SAMPLE LESSON PLAN: FOOD SERVICES

OBJECTIVE: The student will be able to identify and pronounce twenty technical terms in English (or in Spanish, if needed) as a result of oral vocabulary drills and will be able to transfer these terms to real life situations if instruction is based on the concurrent teaching of the vocational vocabulary and vocational skills.

CONTENT:

HAND TOOLS/ HERRAMIENTAS PEQUENAS

knife - el cuchillo
fork - el tenedor
spoon - la cuchara
ladle - el cucharón

VERBS/VERBOS

to peel - pelar
to chop, dice - picar
to cook - cocer (ue) cocinar
to fry - freir
to roast - asar, cocer al horno
to broil - asar a la parrilla
to add - agregar, ponerle
to stir - revolver, menear
to beat - batir
to stew - guisar
to slice - rebanar

APPLIANCES AND MACHINES APARATOS Y MAQUINAS

stove - la estufa
refrigerator - el refrigerador
broiler (grill) - la parrilla
burner - el quemador
dishwasher - la máquina de lavar platos
mixer - el batidor

UTENSILS/UTENSILIOS

skillet - la (el) sartén
pot - cacerola, olla
pan - bandeja
bowl - soper, tazón

PRESENTATION AND ACTIVITIES

I. Vocabulary Drill (F.S.-TM.1-8, F.S.-HO.1)

- A. Drill on names of tools, using transparency. (1) Teacher pronounces, students repeat, seeing names.
- B. Drill the names of appliances and utensils, following the procedure.
- C. Drill the list of verbs using transparency or handouts and following the procedure given in A, above.

II. Association Drill

- A. Teacher calls out names from the lists of tools or appliances. Students respond with a verb that corresponds to the noun given.
- B. Reverse the procedure. Teacher now calls out a verb and the student responds with the name of an associated tool, utensil or piece of equipment.

III. Question and Answer Drill.

NOTE: As these are general questions and students have had little practice, students should be allowed to have vocabulary lists before them on the first day and may give any appropriate response.

ENGLISH

1. What are the operations that can be done with a knife?
2. Do you prefer meat fried, roasted or broiled?
3. If you are going to make a salad, what can you do to work more rapidly and efficiently?
4. What foods are usually fried?
5. What foods are usually cooked in the oven?
6. What utensil is used for frying?
7. What appliance is used for mixing or beating?
8. What part of the stove is used for frying?
9. What part of the stove is used to roast or bake?
10. If you need meat in small pieces, what do you do?

SPANISH

1. ¿Cuáles son las tareas que se pueden hacer con un cuchillo?
2. ¿Prefieres la carne frita, cocida al horno o asada a la parrilla?
3. Si vas a hacer una ensalada, ¿qué puedes hacer para ahorrar tiempo y trabajar más eficientemente?
4. ¿Qué comidas se frien generalmente?
5. ¿Qué comidas generalmente se se cuecen al horno?
6. ¿Qué utensilio se usa para freír?
7. ¿Qué aparato se usa para mezclar o batir?
8. ¿Qué parte de la estufa se usa para freír?
9. ¿Qué parte de la estufa se usa para asar?
10. Si necesitas la carne en trocitos pequeños ¿qué haces?

11. If you cut bread, what verb expresses this action?

12. What do you use a spoon for in the kitchen?

11. Si vas a cortar pan, ¿qué verbo expresa esta acción?

12. ¿Para qué usas una cuchara en la cocina?

IV. Discussion (F.S.-TM.9,10, and F.S.-HO.1,2)

Example of Instructions (to be used as patterns and for discussion)

A. Frying Potatoes

Para freir papas

ENGLISH

SPANISH

1. Peel the potatoes.

1. Pelas las papas.

2. Cut them in thick slices.

2. Las cortas en rebanadas gruesas.

3. Put them in water until ready to use so that they don't turn dark.

3. Las dejas en agua fría para que no se pongan negras.

4. Put two inches or more of fat (oil) in the fryer.

4. Echas a la máquina de freir dos pulgadas o más de manteca (de aceite)

5. When the grease is very hot, put the potatoes in.

5. Cuando el aceite esta bien caliente, echas las papas.

6. Cook until they are browned.

6. Las fries hasta que estén doraditas.

7. Take them out and put on a paper to drain.

7. Las sacas y las dejas en un papel para quitarles la grasa.

8. Salt and serve hot.

8. Pones sal y las sirves calientes.

B. Questions based on Instructions:

ENGLISH

SPANISH

1. How do you prepare the potatoes?

1. ¿Cómo preparas las papas?

2. Why do you put them in water?

2. ¿Por qué las pones y las dejas en agua?

3. How much fat (oil) should you put in the fryer?

3. ¿Cuánto (qué tanto) aceite le pones a la (al) sartén?

4. When do you put the potatoes in?
5. How do you know when they are done?
6. When you take them out, what do you do?

C. Making Soup

ENGLISH

1. We begin with a soup bone with meat or a big piece of beef.
2. We cut the meat into pieces and put it to stew in a big pot with three quarts of water.
3. We put in the seasonings.
4. We let it stew over a slow fire until the meat is well done, approximately two hours.
5. Now we add fresh vegetables.
6. We let it cook for an hour more, and it is ready to serve.

D. Questions Based on Instructions

ENGLISH

1. What kind of meat do we use?
2. How do we prepare the meat?
3. In what do we put the meat on to cook?
4. What kind of fire do we use?

4. ¿Cuándo echas las papas?

5. ¿Cómo sabes cuando están listas?

6. Al sacarlas, ¿qué haces?

Para hacer sopa

SPANISH

1. Comenzamos con un trozo grande de carne de res (o un hueso con bastante carne).
2. Cortamos la carne y la echamos a guisar en una cacerola grande con tres cuartos de agua.
3. Le ponemos los condimentos.
4. La dejamos guisar a fuego lento hasta que esté bien cocida, aproximadamente dos horas.
5. Ahora agregamos las verduras frescas.
6. La dejamos cocer una hora más y está lista para servir.

5. How long do we let it cook?

6. How do we know when the meat is done?

7. What do we add when the meat is ready?

8. How long should the soup cook after we add the vegetables?

5. ¿Cuánto tiempo la dejamos cocer?

6. ¿Cómo sabemos que la carne está lista?

7. ¿Qué agregamos cuando la carne está lista?

8. ¿Cuánto tiempo se debe cocer la sopa después de poner las legumbres?

V. Enrichment Activities: (for spontaneous responses)

A. Command Form Practice.

Practice some of the things a cook might tell a helper to do.

Examples:

ENGLISH

1. Peel these potatoes.
2. Cut the meat in pieces.
3. Get out a large pot.
4. Put two quarts of water in it.
5. Add salt and pepper.
6. Turn the fire down.

SPANISH

1. Pelas estas papas.
2. Cortas la carne en trozos.
3. Sacas una cacerola grande.
4. Le echas dos cuartos de agua.
5. Le pones sal y pimienta.
6. Bajas la lumbre (el fuego).
(Le cortas a la lumbre)

B. Question Practice.

Practice some of the questions a helper might need to ask the head cook:

Examples:

ENGLISH

1. Shall I use all these vegetables?
2. How big should the pieces be?

SPANISH

1. ¿Debo usar todas estas legumbres?
2. ¿Qué tan grandes deben ser los trozos?

3. How long should the soup cook?

3. ¿Cuanto tiempo se debe cocer la sopa?

4. Do I mix the eggs and milk?

4. ¿Mezclo los huevos y la leche?

VI. Suggestions

Other areas that should be included for in-depth study:

1. Personal hygiene
2. Names of foods
3. Measures
4. Names of dishes and of small equipment with special uses and names.
5. Safety equipment and precautions.

VII. Instructional Materials

A. Transparencies

- F.S. - TM. 1 Various kinds of knives/Los cuchillos
- F.S. - TM. 2 Forks and Spoons/Las tenedores y las cucharas
- F.S. - TM. 3 Large equipment for cooking/Equipos para cocinar
- F.S. - TM. 4 Commercial dishwasher/La maquina de lavar platos
- F.S. - TM. 5 Commercial mixer/La batidora
- F.S. - TM. 6 Skillets/Las (los) sartenes
- F.S. - TM. 7 Pans/Las bandejas
- F.S. - TM. 8 Verbs/Los verbos
- F.S. - TM. 9 Frying potatoes/Para freir papas
- F.S. - TM. 10 Making soup/Para hacer sopa
- F.S. - TM. 11 For Testing: Word-naming
- F.S. - TM. 12 Safety hazards/Peligros
- F.S. - TM. 13 Three types of fire extinguishers
- F.S. - TM. 14 What to do in case of fire
- F.S. - TM. 15 Que hacer en caso de incendio
- F.S. - TM. 16 Sanitation
- F.S. - TM. 17 Sanidad
- F.S. - TM. 18 Table setup/Breakfast, lunch

F.S. - TM. 19 Table setup/Dinner, questions

B. Handouts

F.S. - HO. 1 Vocabulary/Vocabulario

F.S. - HO. 2 Frying potatoes/Para freir papas

F.S. - HO. 3 Making soup/Para hacer sopa

F.S. - HO. 4 Safety hazards/Peligros

F.S. - HO. 5 Three types of fire extinguishers/Tres clases de extintores

F.S. - HO. 6 What to do in case of fire

F.S. - HO. 7 Que hacer en caso de incendio

F.S. - HO. 8 Sanitation

F.S. - HO. 9 Sanidad

F.S. - HO. 10 Table setup/Breakfast, lunch

F.S. - HO. 11 Table setup/Dinner, questions

VOCABULARY/VOCABULARIO

HAND TOOLS

knife

fork

spoon

ladle

HERRAMIENTAS PEQUEÑAS

el cuchillo

el tenedor

la cuchara

el cucharón

APPLIANCES

stove

refrigerator

broiler (grill)

APARATOS

la estufa

el refrigerador

la parrilla

dishwasher

mixer

la máquina de lavar
platos

el batidor

VERBS

to peel

to chop, dice

to cook

to fry

to roast

to broil

to add

to stir

to beat

VERBOS

pelar

picar

cocer (cocinar)

freir

asar, cocer al horno

asar a la parrilla

agregar, ponerle

revolver, menear

batir

UTENSILS

skillet

pot

pan

bowl

UTENSILIOS

la (el) sartén

la cacerola, la olla

la bandeja

la sopera, el tazón

A. FRYING POTATOES

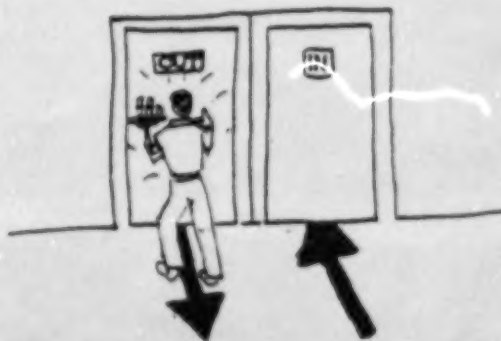
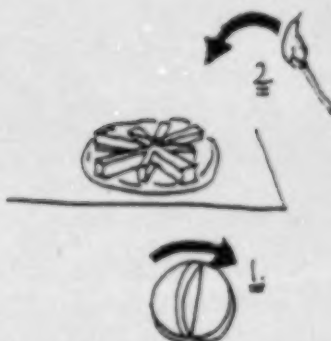
PARA FREIR PAPAS

1. PEEL THE POTATOES.
 2. CUT THEM IN THICK SLICES.
 3. PUT THEM IN WATER UNTIL READY TO USE SO THAT THEY DON'T TURN DARK.
 4. PUT TWO INCHES OR MORE OF FAT (OIL) IN THE FRYER.
 5. WHEN THE GREASE IS VERY HOT, PUT THE POTATOES IN.
 6. COOK UNTIL THEY ARE BROWNED.
 7. TAKE THEM OUT AND PUT ON A PAPER TO DRAIN.
 8. SALT AND SERVE HOT.
1. PELAS LAS PAPAS.
 2. LAS CORTAS EN REBANADAS CRUESAS.
 3. LAS DEJAS EN AGUA FRIA PARA QUE NO SE PONGAN NEGRAS.
 4. ECHAS A LA MAQUINA DE FREIR. DOS PULGADAS OMAS DE MANTECA (DE ACEITE).
 5. CUANDO EL ACEITE ESTA BIEN CALIENTE, ECHAS LAS PAPAS.
 6. LAS FRIES HASTA QUE ESTEN DORADITAS.
 7. LAS SACAS Y LAS DEJAS EN UN PAPEL PARA QUITARLES LA GRASA.
 8. PONES SAL Y LAS SIRVES CALIENTES.

MAKING SOUP

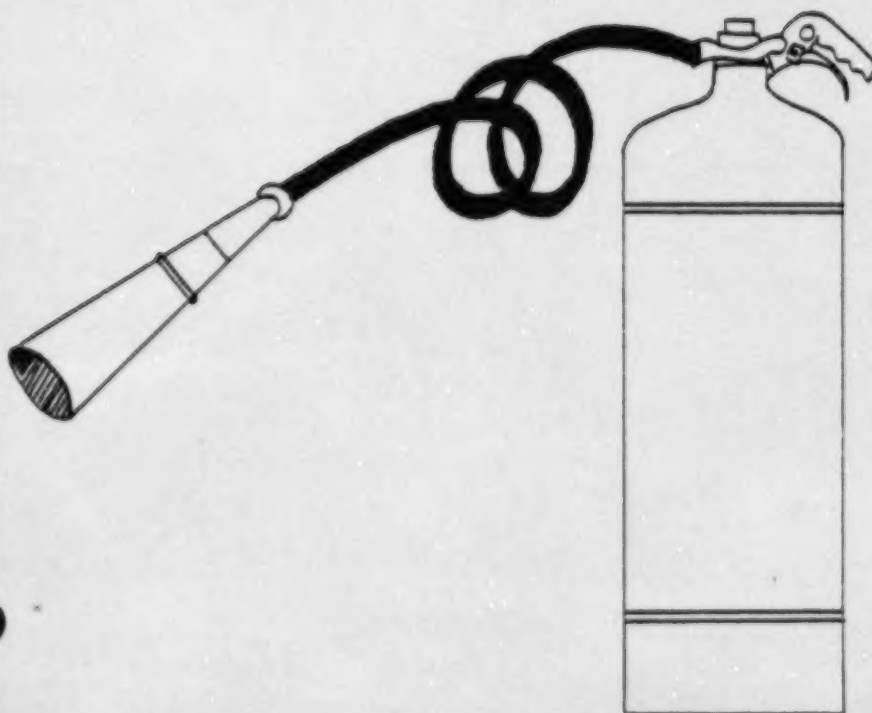
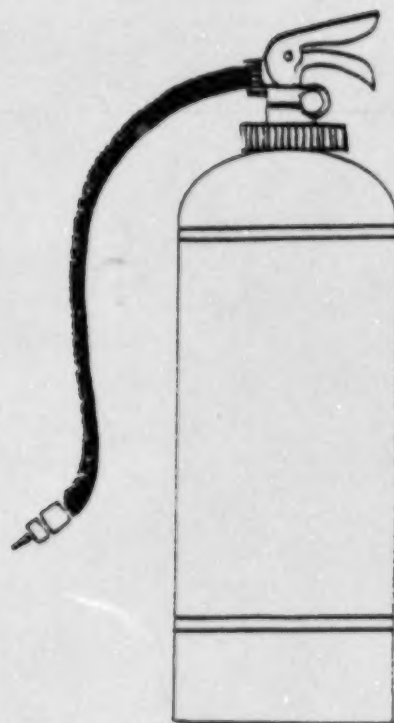
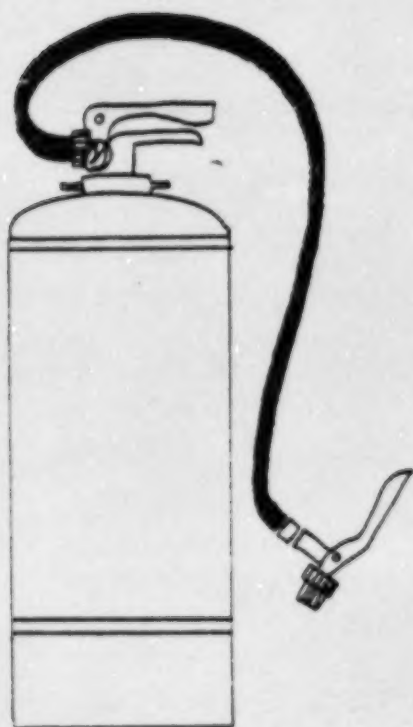
PARA HACER SOPA

1. WE BEGIN WITH A SOUP BONE WITH MEAT OR A BIG PIECE OF BEEF.
 2. WE CUT THE MEAT INTO PIECES AND PUT IT TO STEW IN A BIG POT WITH THREE QUARTS OF WATER.
 3. WE PUT IN THE SEASONINGS.
 4. WE LET IT STEW OVER A SLOW FIRE UNTIL THE MEAT IS WELL DONE, APPROXIMATELY TWO HOURS.
 5. NOW WE OPEN THE CANS AND ADD THE VEGETABLES AND ALSO THE FRESH VEGETABLES.
 6. WE LET IT COOK FOR AN HOUR MORE, AND IT IS READY TO SERVE.
1. COMENZAMOS CON UN TROZO GRANDE DE CARNE DE RES (O UN HUESO CON BASTANTE CARNE).
 2. CORTAMOS LA CARNE Y LA ECHAMOS A GUISAR EN UNA CACEROLA GRANDE CON TRES CUARTOS DE AGUA.
 3. LE PONEMOS LOS CONDIMENTOS.
 4. LA DEJAMOS GUISAR A FUEGO LENTO HASTA QUE ESTE BIEN COCIDA, APROXIMADAMENTE DOS HORAS.
 5. AHORA ABRIMOS LAS LATAS Y AGREGAMOS LAS LEGUMBRES, Y TAMBIEN LAS VERDURAS FRESCAS.
 6. LA DEJAMOS COCER UNA HORA MAS Y ESTA LISTA PARA SERVIR.



THREE TYPES OF FIRE EXTINGUISHERS/
TRES CLASSES DE EXTINTORES

FS-HO.5



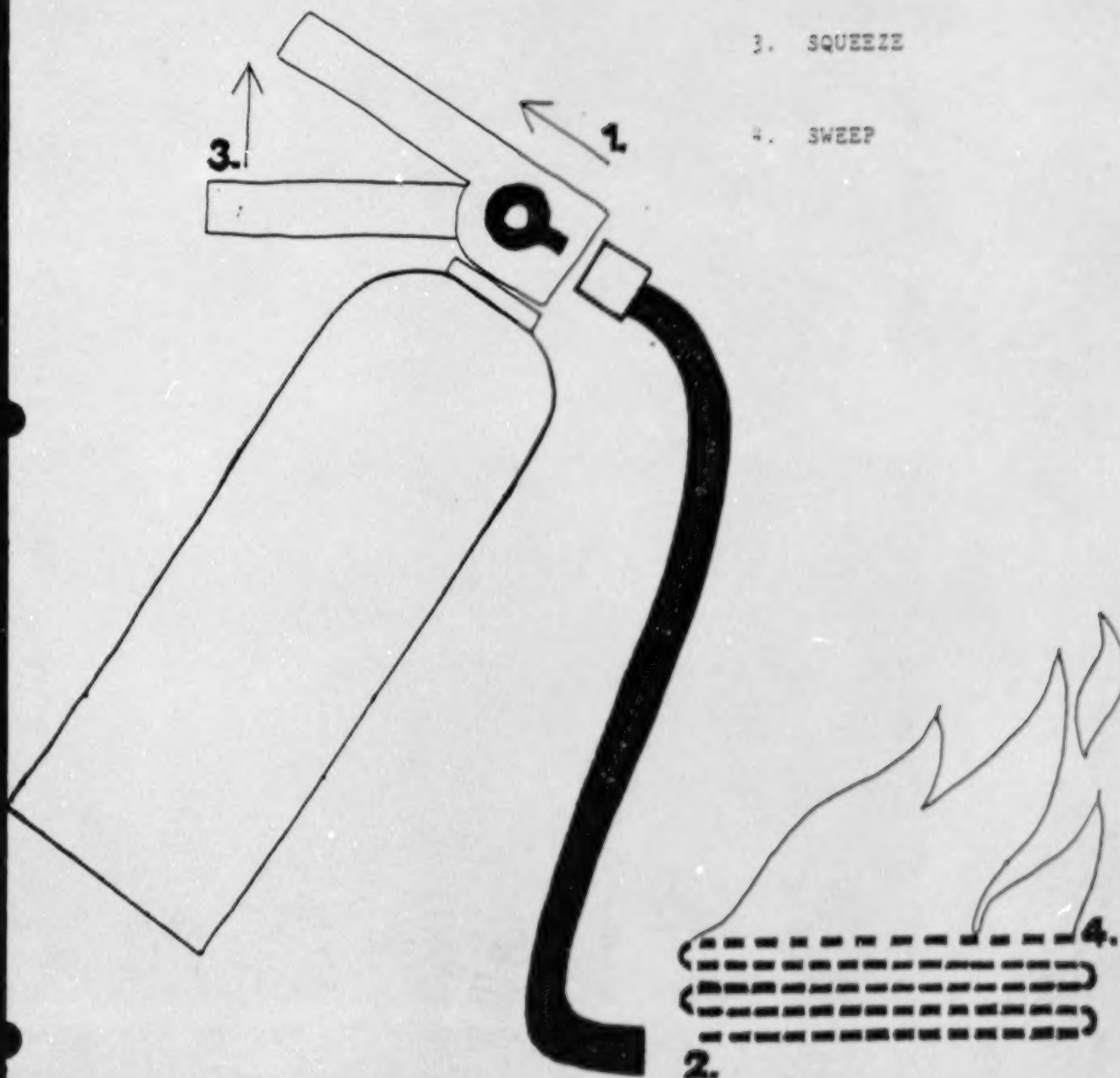
WHAT TO DO IN CASE OF FIRE

1. PULL

2. AIM

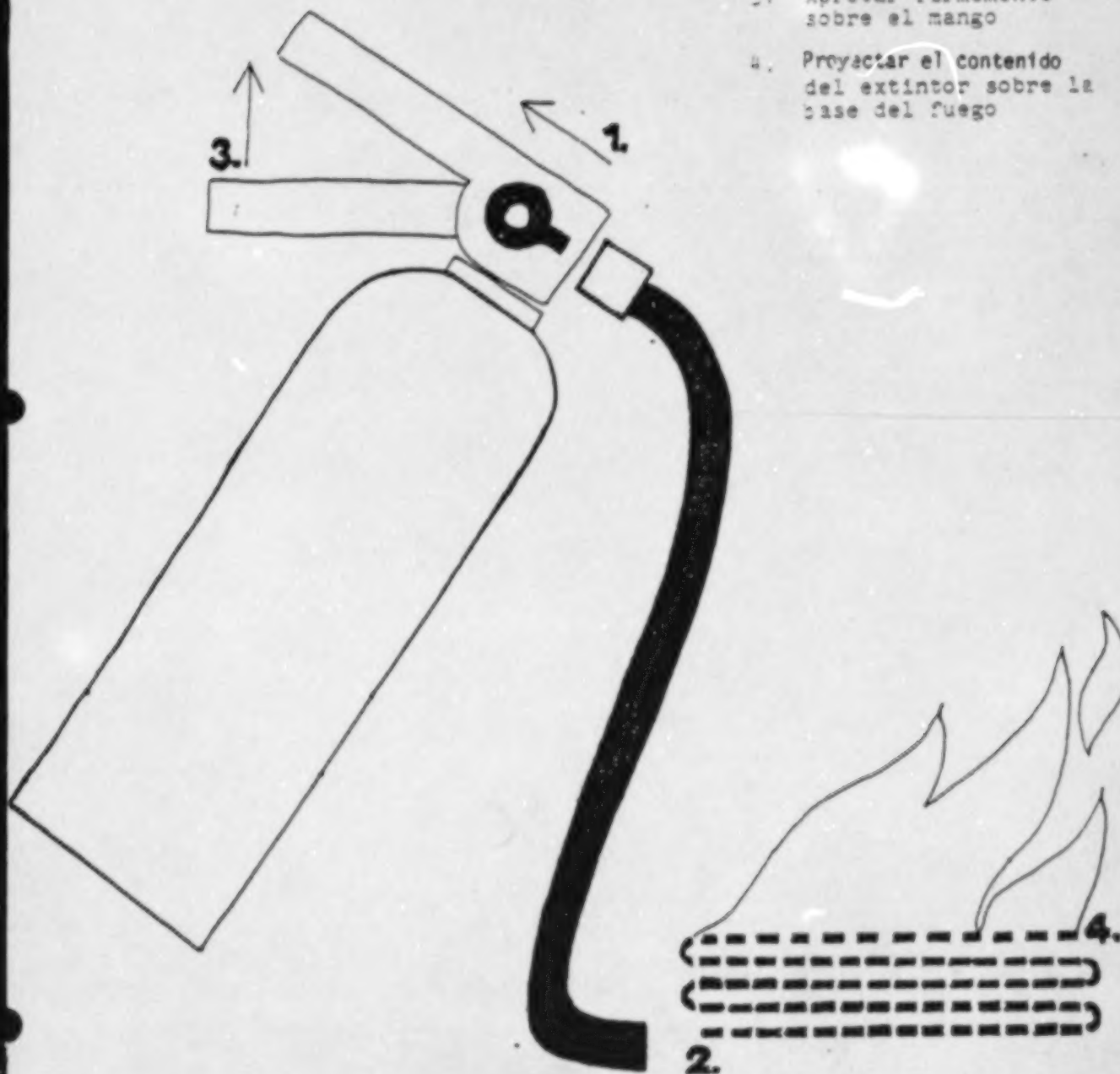
3. SQUEEZE

4. SWEEP



QUE HACER EN CASO DE INCENDIO

1. Girar sobre la palanca
2. Dirigir el extintor hacia el incendio
3. Apretar firmemente sobre el mango
4. Proyectar el contenido del extintor sobre la base del fuego





WASH HANDS

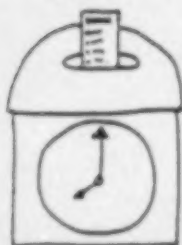
A. BEFORE:

1. coming to work

B. AFTER:

1. visiting restroom
2. smoking
3. coughing, sneezing, or blowing nose.

A. - 1.



B. - 1.



B. - 2.



B. - 3.





LAVARSE LAS MANOS

A. ANTES DE:

1. Empezar a trabajar

B. DESPUES DE:

1. Ir al escusado

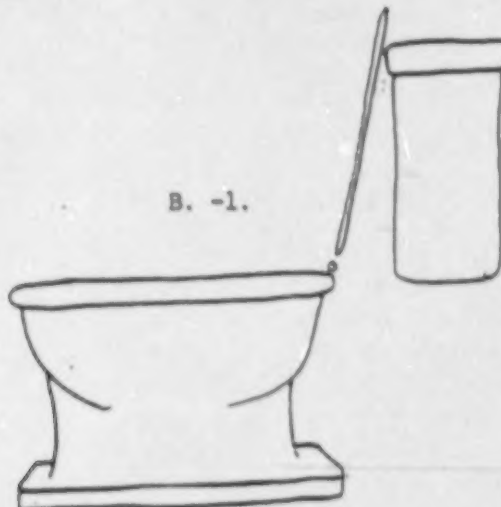
2. Fumar

3. Tocar o destornudar

A. - 1.



B. - 1.



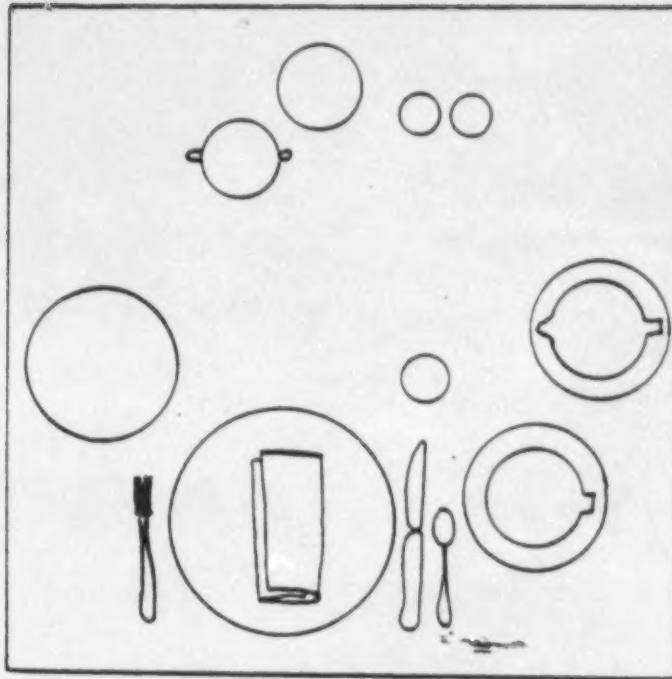
B. - 2.



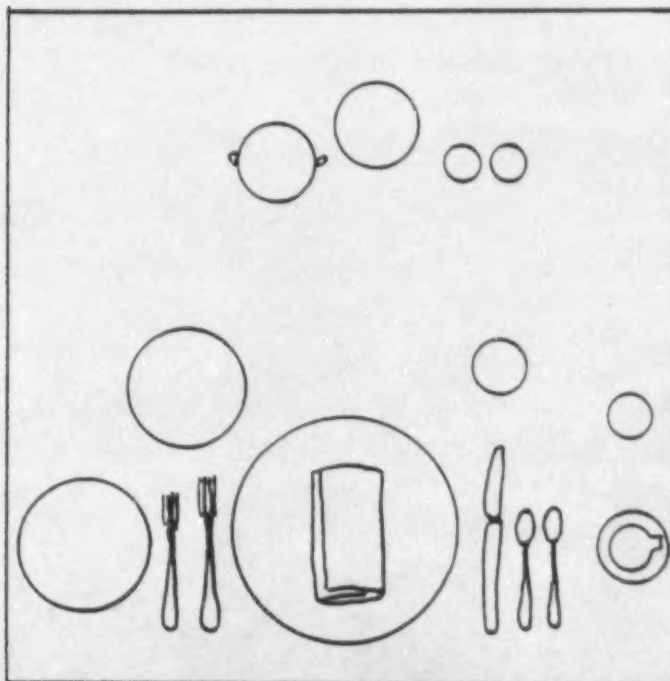
B. - 3.



TABLE SET-UP

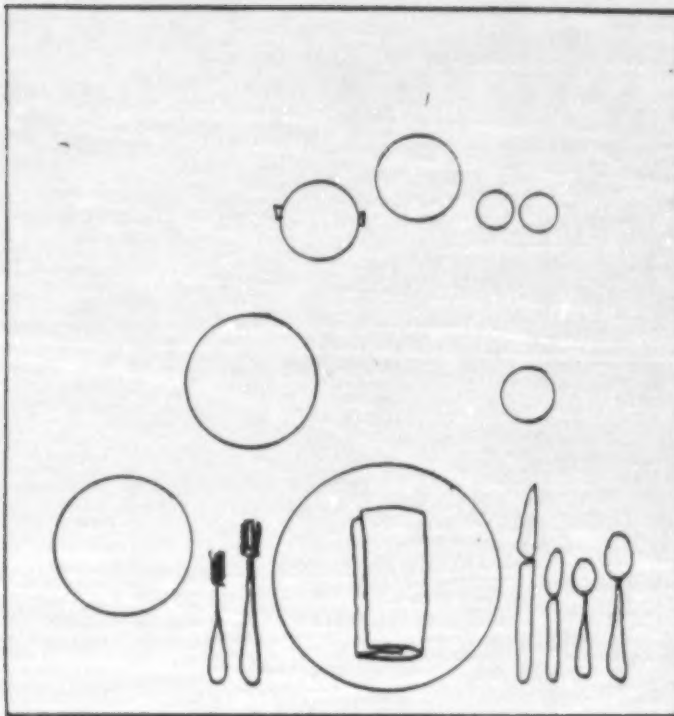


Breakfast / Desayuno

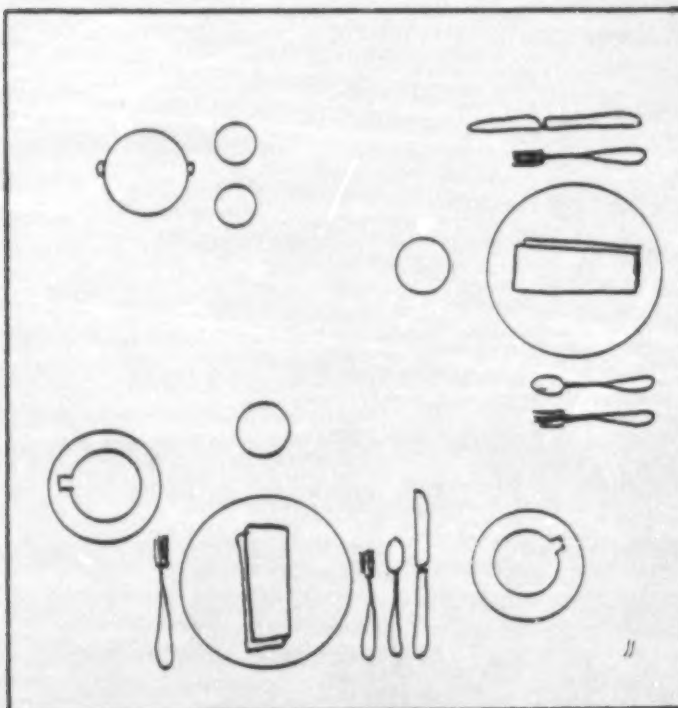


Lunch / Almuerzo

TABLE SET-UP



Dinner / Cena



Questions / Preguntas

C. Sugestions for Unit Test (Ten minute quizzes)

1. Word-naming (F.S. - TM. 11)

A comparison of the results allows the teacher to determine overall language dominance and to note whether this dominance varies from domain to domain.

ENGLISH

SPANISH

Suppose that this is your kitchen. Supongamos que esta es tú cocina.

- | | |
|---|---|
| a. Tell me all of the appliances you can see. (pause) <u>stove</u> , <u>refrigerator</u> | a. Dime todos los aparatos que ves. (pausa) <u>la estufa</u> , <u>el refrigera-dor</u> |
| b. Now tell me all of the hand tools you can see. (pause) <u>knife</u> , <u>fork</u> , <u>spoon</u> | b. Ahora dime todas las herramientas pequeñas que ves. (pausa) <u>el cuchillo</u> , <u>el tenedor</u> , <u>la cuchara</u> |

Look at this picture.

Mira este retrato (esta figura, este dibujo)

- | | |
|--|--|
| a. Tell me all of the utensils you see. (pause) <u>skillet</u> , <u>pot</u> , <u>pan</u> | a. Dime todos los utensilios que ves. (pausa) <u>la (el) sartén</u> , <u>la cacerola</u> (oils) <u>la bandeja</u> |
| b. Now look at the activities and tell me what is happen-ing. (pause) <u>peeling</u> , <u>chop-ping</u> , <u>stiring</u> | b. Ahora mira las actividades y dime que están haciendo. (pausa) <u>están pelando papas</u> , <u>están pi-cando cebolla</u> , <u>están revolviendo la sopa</u> |

2. Picture Cues

An analysis of the result reveals the degree of the student's proficiency in both languages.

ENGLISH

SPANISH

- | | |
|---|---|
| a. What is this? (pause)
bowl
mixer
ladle
dishwasher
broiler (grill) | a. ¿Que es ésto? (pausa)
la sopera (el tazón)
el batidor
el cucharón
la máquina de lavar platos
la parilla |
|---|---|

3. Picture Descriptions

A comparison of the two samples will show whether one language is dominant.

ENGLISH

What is the cook doing?

a. Broiling the meat.

b. Frying the potatoes.

What is the helper doing?

a. Slicing tomatoes.

SPANISH

¿Qué está haciendo el cocinero?

a. Está asando la carne a la parrilla.

b. Está friendo las papas.

¿Qué está haciendo el ayudante?

a. Está rebanando los tomates.

VOCABULARY FOR FOOD SERVICES

ENGLISH	STANDARD	NON-STANDARD
a la carte	la carta, según la lista de comida	
a la king	(cocina) con salsa de crema, hongos y pimientos	
a la mode	a la moda; servido con helado (postre)	
all	todo, (da)	
appetizing	apetitoso, (sa)	
ashtray	el cenicero	la cenicera
bacon	el tocino	el jamón
bacteria	la bacteria	
bag	la bolsa; el saco; el costal	
banana	el plátano	
basic	básico, (ca)	
basket	cesto, (ta) canasto, (ta)	
bean	frijol	
beefsteak	el bistec	
beer	la cerveza	
beverage	la bebida	
big	grande	
bill	la cuenta (en el restaurante)	
blank	blanco, (ca)	
boil	i.v. hervir	
bone (meat, fish)	tr. v. deshuesar	
bottle	la botella	
braise	(cocina) dorar ablandar a fuego moderado	
bread	el pan	
bread or dip in a batter	tr. v. empanar	
breaded steak	el bistec empan- izado	

ENGLISH	STANDARD	NON-STANDARD
breakfast	el desayuno	el almuerzo
brew coffee	tr.v. preparar o hacer café	
broil	tr.v. azar la parrilla	
butter	la mantequilla	
can	la lata, el bote de lata	
cafeteria	la cafetería	el cafetín
cake	el pastel, la torta	el queic, el queque
canape	(cocina) el canape, el bocadillo, el aperitivo	
canned goods	la comida de lata, los alimentos enla- tados	
carrot	la zanahoria	la zanoria
carve	tr.v. trincar (la carne, el asado, el pano, etc.)	
cashier	el (la) cajero (era)	
cater (for)	tr.v. proveer, abas- tecer surtir (de vi- veres, generalmente para banquetes y fiestas)	
cauliflower	la coliflor	
celery	apio	
charge	tr.v. cobrar	
chicken	el pollo	
chop (up)	tr.v. picar (carne)	
chef	el maestro de cocina, el jefe de cocina	
cigarette	el cigarrillo	el frajo, la bacha (butt), la bachicha (butt)
clean	tr.v. limpiar, asear	
combine	tr. combinar, unir	

ENGLISH	STANDARD	NON-STANDARD
container	el recipiente, la vasija	
contaminate	tr.v. contaminar	
cook n.	el cocinero tr.v. cocinar	el cuque el cuc
cooking procedures	los procedimientos de cocción (cocinar	
cookware	la loza de cocina	
correct	correcto, (ta)	
counter	el mostrador	
customer	el cliente, el parro- quiano	el marchante
cup	la taza	
cut	cortar	
decorate	tr.v. decorar	
deep	profundo, da, hondo, (da)	jondo(da)
deep fat fry	la máquina de freir	
dehydrated food	la comida deshidra- tada, el alimento deshidratado	
(home) delivery	la entrega a domicilio	
demonstrate	tr.v. mostrar, demos- trar	
dessert	el postre	
detergent	el detergente	el jabón
different	diferente, distinto (ta)	
dish (es)	la loza, la vajilla de mesa, los trastes	los trastes
dishwasher	la máquina de lavar platos, la lavadora de platos	la fregadora de platos
dispose	tr.v. disponer, arre- glar; dar instrucciones, tener a la disposición; deshacerse (de), librarse de	

ENGLISH	STANDARD	NON-STANDARD
duct	el conducto, el canal, el tubo	
duplicate	tr.v. copiar, reproducir	tr.v. correr
eat	tr.v. comer, consumir	refinar
employee	el empleado, el obrero, el trabajador	
enough	bastante, suficiente	
equip	tr.v. proveer, abastecer, equipar	
equipment	el equipo, los aparatos	
everyday	cada día, todos los días, a diario	
exhaust	el escape, la descarga; los gases de escape; el tubo de escape	
experience	la experiencia	la experiencia
fast	rápido (da), I.V. ayunar	
fat	n. la grasa, adj. sordo (da), obeso (sa)	
fire	el fuego	
flash flame	la llamarada	
flavoring	el condimento, el aderezo; el sabor, el gusto	
food	tr.v. saborear, sazonar, condimentar; n. el alimento, la comida la vianda	
fork	el tenedor	
french	las papas fritas	las papitas
fruit	la fruta	
fryer	el pollito para freir	
frying pan	la sartén	el sartén
frozen (food)	congelado (da), alimento) helado, (da)	

ENGLISH	STANDARD	NON-STANDARD
garbage	la basura, el desperdicio, el deshecho	
garnish	tr. v. adornar, decorar	
glass	el vaso	
grape	la uva	
grapefruit	la toronja	
grease	la grasa, la manteca	
grind	tr. v. moler	
ham	el jamón	
handle	tr. v. manipular, manejar, maniobrar	
heat	el calor	
herb	la hierba	
hot	caliente	
ice cream	el helado	la nieve
ice cube	el cubito de hielo	
in charge	encargado, (da-de)	encharcado, (da-de)
infect	tr. v. infectar, infeccionar, contagiar, contaminar	
ingredient	el ingrediente	
inside	dentro de	
instruction	la instrucción	
into	en, dentro, adentro	
job	el trabajo, el empleo	la chamba, el jale, el cameo
kind	la clase, el tipo	
knife	el cuchillo	
kitchen	la cocina	
kitchen utensils	los utensilios de cocina	
label	el rótulo, la etiqueta, el marbete	la marca

ENGLISH	STANDARD	NON-STANDARD
ladle	el cucharón	
lamb	el cordero	
lettuce	la lechuga	
long	largo (ga)	
lunch	el almuerzo	la comida
machine	la máquina, el motor	
make (copies)	tr. v. duplicar, reproducir	tr. v. correr
management	la administración, el cuerpo directivo, la gerencia	
manager	el gerente	el manejador, el bos, el jefe, el patrón
measure accurately	medir con exactitud	
medium rare	cocer la carne para que quede casi cruda o poco asada	
melt	tr. v. derretir	redetir, reditir, der-ritir
menu	el menú, la lista de plato, la minuta	
midday meal	la comida	el lonche
milk	la leche	
mince	tr. v. desmenuzar, picar (carne), hacer picadillo de	
mix	tr. v. mezclar, revolver	
more	más	
mug	el cubilete, la jarra de barro o metal, el pichel	la moca
napkin	el servilleta	
number	el número	
oil	el aceite, el petróleo	

ENGLISH	STANDARD	NON-STANDARD
okay	correcto, muy bien, conforme	okey
omelette	tortilla de huevo	
onion	la cebolla	
orange	la naranja	
order	tr. v. pedir; n. e; orden	
out	fuera, afuera	ajuera
owner	el (la) dueño (na), el (la) propietario (ria)	el patron, el amo
oyster soup	la sopa de mariscos	
pare	tr. v. pelar (fruta, etc)	
paste products	los productos de pasta	
peach	el durazno, el me- locotón	
pear	la pera	
pepper	la pimienta	el chile
personal hygiene	la higiene perso- nal	
pie	el pastel	el pai
pitcher	el jarro	
place	el lugar, el sitio	
plate	el plato	
poison	el veneno, la ponsona	
pork chops	costillas de puerco	
portion	la porción, la parte la cuota	
potato	la papa	
pre-cook	tr. v. precocer, guisar previamente un alimento	
preparation	la preparación	
put	tr. v. poner, colocar	

ENGLISH	STANDARD	NON-STANDARD
quantity	la cantidad	
rare (medium rare)	cocer la carne para que quede casi cruda	
raw meat	la carne cruda	
recipe	la receta de cocina	
restaurant	el restaurant, el restaurante, el res- toran	
rice	el arroz	
right	derecho (cha)	
rinse	n. enjuague; tr.v. enjuagar, deslavar	
roast	tr.v. asar	
roll	el panecillo	
run (copies)	tr.v. duplicar, reproducir	tr.v. correr
safety precautions	las precauciones de seguridad	
salad	la ensalada	
salad bowl	la ensaladera	
salt	la sal	
saltshaker	el salero	
sanitation	la higiene publica	
sanitize	tr.v. hacer sanitario, hacer higienico (ca)	
saucer	el platillo	
sausage	la salchicha, el chorizo	
scramble eggs	tr.v. (cocina) hacer un revotillo de huevos	hacer huevos revueltos
scrape	tr.v. raspar	tr.v. escrepar
second	segundo (da)	
self-service	el autoservicio	
serve	tr.v. servir	
service	el servicio	

ENGLISH	STANDARD	NON-STANDARD
short	corto (ta), pequeño (na), reducido (da)	
shrimp cocktail	coctel de camarones	
silverware	el servicio de mesa, la vajilla de plata, la plata labrada	
sink	el fregadero	el síngue, el sínc
simmer	tr.v. cocer o hervir a fuego lento	
skillet	la sartén	el sarten
slice	tr.v. rebanar	
smoking	tr.v. ahumar	jumar
smother, stew	tr.v. estofar, cocer a, fuego lento	
snack	la merienda	
solution	la solución	
soup bowl	la sopera	
soup spoon	la cuchara de sopa	
spinach	la lechuga	
spon	la cuchara	
steam	el vapor tr.v. cocer a vapor	
steam table	la mesa calentada a vapor (para conservar caliente la comida)	
store	n. la tienda; tr.v. almacenar, guardar	
strainer	la coladera, el colador, el filtro	
stuffing	el relleno	
supper, dinner	la cena	
sweet potato	la batata	el camote
table	la mesa	
tea	el te	
temperature	la temperatura	el tiempo
toilet	el excusado, el retrete	

ENGLISH	STANDARD	NON-STANDARD
tomato	el tomate	
tooth pick	el mondadientes, el limpiadientes, el palillo	
tossed salad	ensalada mixta	
tray	la bandeja	
trim	tr. v. adornar, de- corar, recortar, cercenar	
use; used	tr. v. usar, emplear; usado (da)	
variety meats	la variedad de car- nes	
veal	la ternera	
vegetable	la legumbre, la hortaliza	
vinegar	el vinagre	
vitamin	la vitamina	
wash	tr. v. lavar	
water	el agua	
well-done	bien cocido (da), bien asado (da)	
wine	el vino	
with	con	
work	el trabajo, el em- pleo	la chamba, el jale, el cameo
yes	sí	

Food Services

<u>Slide Number</u>	<u>Narrative</u>
1	Bilingual Vocational Instructional Materials, Food Services
2	Prepared by Guadalupe López-Cox at Southwest Texas State University, San Marcos, Texas
3	Funded by the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, TEA Project No. 11230096
4	Photography by Anders Photography, San Marcos, Texas
5	Narrated by Pablo Cheselka
6	The food service worker is part of a team who contributes to the goals of serving appetizing and nutritious food.
7	A food service worker in any health care institution serves good food that will speed the patient's recovery.
8	In a cafeteria operation, it is important that food service workers have an orderly, clean and appetizing display.
9	Counter service in coffee shops and at soda fountains is popular because it is geared to fast service. In this type of service, cleanliness is a first consideration, and most important, the worker must be efficient, courteous and pleasant to customers.
10	Cleanliness is very important in food service because areas of food preparation are natural environments for the growth of harmful germs. To prevent bacteria, wash hands after using the bathroom and after every job.
11	Contact from coughing or sneezing can also make food unfit to eat.

- 12 Food should never be picked up with fingers.
Use tongs or fork to pick up food.
- 13 Cups are picked up by their handles and glasses
by their bases. Flatware should be touched at
the handles only.
- 14 Male food services workers must wear clean
uniforms, including clean shoes and clean cap.
- 15 Uniforms for female food service workers must also
be clean.
- 16 They should wear a hairnet and little makeup.
- 17 Sometimes employees forget the importance of
safety simply because they are off duty or are
not performing a job at the moment. Falls on
stairways can cause serious injuries.
- 18 Observe these rules:

 keep to right
 go single file
 take one step at a time
 use handrails
- 19 Other causes of injuries are falls on wet or
waxed floors, and bumping into other people,
doors or objects.
- 20 Do not climb on chairs or stacked boxes.
- 21 Burns are painful injuries. Be careful with steam
from pots.
- 22 If a burn occurs, immerse in cold water and report
the injury to the supervisor.
- 23 Smoking and matches are the biggest cause of fires.
Other fire hazards are defective electrical cords
and outlets or appliances, and oily rags left in
a closet or other closed areas.
- 24 Prepare for an emergency. Know where the fire
extinguisher is and know how to use it. The four
steps are: Pull

- 25 Aim
- 26 Squeeze
- 27 Spray (Sweep)
- 28 Food service institutions use a variety of tools
to make easier and quicker the preparation of foods
in quantity.
- 29 It is important to become familiar with and to
know how to use all the equipment at assigned
work stations.
- 30 Two types of beaters that are used when operating
a mixer are:

 the flat beater
 and the wire whip
- 31 Various sizes of scoops are used for measuring and
- 32 for serving the correct amounts of food.
- 33 Besides using measuring utensils like the ones we
use at home, scales are used in the preparation of
large quantities of food.
- 34 The machines that are used in food preparation are
expensive and may be complicated and dangerous.
The buffalo chopper is one.
- 35 Be sure you know how to operate one before using:
When in doubt, ask for instructions.
- 36 Learn economy of motion and energy. It is easier
and more efficient to carry several items on a tray
or on a cart than in hands, especially if the items
are heavy.
- 37 Besides using trays, it is important to use carts
to transport large cans of food.
- 38 Learn to work with easy, natural motions within
what is usually called the "normal work area",
that is, the area most easily reached without
strain.

39 Learn the correct techniques for picking up heavy objects. Wrong techniques may cause back injury.

40 Lift with your leg muscles not with your back. Even with correct lifting techniques some items may be too heavy for one person. Ask for help.

Los servicios alimenticios

<u>Slide Number</u>	<u>Narrative</u>
1	Bilingual Vocational Instructional Materials, Los servicios alimenticios
2	Prepared by Guadalupe López-Cox at Southwest Texas State University, San Marcos, Texas
3	Funded by the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, TEA Project No. 11230096
4	Photography by Anders Photography, San Marcos, Texas
5	Narrated by Pablo Cheselka
6	El empleado de un servicio alimenticio forma parte de un equipo que se esfuerza para servir comidas nutritivas y apetitosas.
7	Los empleados de un servicio alimenticio en cualquier institución de salud pública deben servir comidas saludables que acelerarán la recuperación de los pacientes.
8	Los que trabajan en una cafetería deben presentar los alimentos en un ambiente limpio y en una forma ordenada y apetecedora.
9	El servicio de mostrador por su rapidez y eficacia sigue siendo muy popular. Aquí la limpieza y la cortesía son de suma importancia.
10	Los lugares donde se prepara la comida forman un ambiente favorable para la multiplicación de microbios. Hay que lavarse bien las manos después de utilizar los servicios sanitarios y después de acabar una tarea particular.
11	El toser y el estornudar pueden contaminar la comida y hacerla inservible.
12	Nunca se debe tocar la comida con las manos; hay que usar un tenedor o unas tenacillas. Se recogen las tazas por las orejitas y
13	los vasos por las bases. Los utensilios se agarran por el mango.

- 14 Los empleados de un servicio alimenticio deben llevar la ropa limpia, incluyendo los zapatos y la gorra.
- 15 Las mujeres empleadas por un servicio alimenticio deben llevar la ropa limpia. Además, deben llevar poco maquillaje.
- 16 El pelo debe ser recogido con una redecilla.
- 17 A veces los empleados se olvidan de la importancia de las reglas de seguridad. Las caídas en las escaleras pueden causar heridas muy graves.
- 18 Se deben respetar estas reglas:
- quedarse a la derecha al subir o al bajar
 - una escalera
 - subir y bajar en una sola fila
 - usar cada escalón
 - hacer uso de la barandilla
- 19 Otras causas de las heridas son las caídas en pisos mojados o muy encerados, y el tropezar con otras personas.
- 20 Nunca se deben usar sillas o cajas en lugar de una escalera portátil.
- 21 Las quemaduras son heridas dolorosas. Hay que cuidarse del vapor de las casuelas.
- 22 Si uno se quema se debe sumergir la parte quemada en agua fría y luego, inmediatamente informar al supervisor.
- 23 Otras causas de incendios son defectos en los cordones eléctricos, los enchufes, los aparatos eléctricos y también los trapos mantecosos dejados en un lugar sin ventilación.
- 24 Se debe preparar para confrontarse con una emergencia como un incendio inesperado. Todos deben saber donde están situados los extintores, y saber utilizarlos. Para operar un extintor, hay cuatro procedimientos: tirar sobre el anillo
- 25 dirigir el extintor hacia el incendio

- 26 apretar firmemente sobre el mango
- 27 proyectar el contenido del extintor sobre la base
del fuego.
- 28 Es importante familiarizarse con todo el equipo
especial de la cocina.
- 29 Hay que saber operar máquinas como la batidora y
al mismo tiempo obedecer las reglas de seguridad.
- 30 Aquí tienen dos tipos de batidores: el plano y
el de varillas.
- 31 Se emplean varios tipos de cucharones para medir y
- 32 para servir porciones individuales.
- 33 Además de los utensilios como los que todos
utilizamos en casa, se usa la balanza para medir
cantidades grandes de ingredientes.
- 34 Las máquinas comerciales son muy caras y algunas
son peligrosas. Una de estas máquinas es la
cortadora "Bufalo."
- 35 No se debe operar esta máquina sin haber recibido
instrucciones.
- 36 Hay que conservar energía usando coordinación de
movimientos. Es mas eficiente llevar varias cosas
sobre una bandeja que en las manos.
- 37 Para transportar latas grandes o pesadas, es
mejor usar un carretón. Hay que devolver todos
los utensilios a su lugar despues de usarlos.
Las cosas que uno deja en los pasillos pueden
causar caídas y otros accidentes.
- 38 Es necesario aprender a trabajar con movimientos
naturales dentro de la zona normal del trabajo,
que es el área que uno puede alcanzar sin
esforzarse mucho.
- 39 Para levantar algo pesado, se deben usar las
piernas y no la espalda.
- 40 Aún si se usa la técnica correcta, con un objeto
muy pesado, es mejor pedir ayuda.

Food Service

A. Book

The Bilingual Publication Company
1066 Broadway
New York City 10023
Phone: 212-873-2067

1. The Waiter's Handbook

Manual de Mesero y la Mesera
Brenton R. Aikin

B. Films

National Audiovisual Center
National Archives and Records Service
General Services Administration
Order Section/RH
Washington, D.C. 20409

1. Applying for a Job

11 minutes, 16mm film, OPT. SD, COL 1967
Producer USDLMP
Title No. 141901/RH Sale \$63.75

The problems and attitudes of young men and women on their first job interview. From the career Job Opportunity series. No. 1

2. A Chance to Be

30 minutes, color, 1977 Office of Education
16mm film No. A00671/BM Rental \$12.50 Sale \$174.00
Videocassette No. A00672/BM Sale \$100.00

Career education programs for special populations: women, minorities, the handicapped, and the gifted. The film underscores the need to broaden the career opportunities of these groups--and the potential of career education in the achievement of this objective.

3. Food Preparation (Spanish)

13 minutes, 16mm film, OPT. SD, COL 1954
Producer USPHS Sponsor USNMAC Agency No. M-0148-D
Title No. 006436/RU \$83.00

4. Kitchen Habits (Spanish)

12 minute, 16mm film, OPT. SD, COL 1954
Producer USPHS Sponsor USNMAC Agency No. M-0148-G
Title No. 002492/RU \$76.50

5. Cleaning Equipment and Containers (Spanish)

28 minutes, 16mm film, OPT. SD, B&W 1946
Producer USPHS Sponsor USNMAC Agency No. M-1034
Title No. 226207/RU \$101.75

6. National Archives and Records Service
National Audiovisual Center
Washington, D.C. 20409

Innovations and Challenges

28 minutes, 16mm film, OPT. SD, COL 1974
Producer USCHND Title No. 009934/RH Sale \$162.50

Examines the role of a school food service worker. Discusses what one person can do and emphasizes some new aspects of food service programs. Obligations of the school food service workers are presented.

C. Slides

National Audiovisual Center
National Archives and Records Service
General Services Administration
Order Section/RH
Washington, D.C. 20409

1. Clean Hands (Spanish)

35 minutes, 2x2 slides, 1/4 in., audiotape, col 1970
Producer USFDA Title No. 001517/RU \$13.75

Demonstrate hand washing techniques. Designed for in-plant training of food plant employees and food handlers.

2. Food Safety Sanitation

Slide set, 60 color slides, silent, script, 1977
Food and Drug Administration Title No. 010651/BM Sale \$15.00

Shows the hazardous conditions that contribute to the growth of harmful bacteria in food.

3. Food storage Test, The

Sound slide set, 54 color slides, 16-minute audiocassette, script,

1976 Food and Drug Administration Title No. 010443/BM Sale \$19.50

This presentation provides the viewer with information on hazards associated with food storage: Temperature, poisons, germs and rodents. It briefly examines each hazard and describes measures that can be taken by food handlers and consumers to prevent food contamination.

4. The National Cooking Test

Sound slide set, 62 color slides, 16-minute audiocassette, Script, 1976 Food and Drug Administration Title No. 010441/BM Sale \$22.25

This presentation is a concise examination of cooking hazards related to certain foods, particularly those hazards stemming from bacteria.

5. National Archives and Records Service
National Audiovisual Center
Washington, D.C. 20409

6. Food Additives

41 2x2 slides, silent, col 1977
Producer USOPCP
Title No. A00179/RC Sale \$15.50

Tells about additives in food, especially the non-harmful additives that enhance the flavor, texture, or appearance of food.

What about Food Additives?

13 minutes, 2x2 slides, audiocassette, col 1979
Producer USFDAP Title No. A00936/RC Sale \$31.50

D. Videocassette

1. Sanitation and Food Safety--K.J. Baker, M.S.

Videocassette, 32 minutes, color, 1976
Food and Drug Administration Title No. A00193/BM Sale \$120.00

Food borne illness problem--and cites that causes and preventive measures that can be taken to reduce the possibility of food contamination.

E. Safety Signs

1. Ready Made Sign Co., Inc.
12-07 44th Avenue
Long Island City, N.Y. 11101
Phone (212) 784-7000

2. World-Wide Sign Company
3171 McCall Drive
Atlanta, Georgia 30340
Phone (404) 455-3800

3. Marzetta Sign Inc.
1356 South 50th Street
Richmond, Calif. 94804
Phone (415) 234-3270

Spanish Catalog is available and Spanish-English bilingual signs may be obtained upon request.

4. The OSHA Comprehensive Safety Compliance System for Public School Districts, Vocational Schools, and Community Colleges.

F. Spanish Resources

1. Sedwick, Frank, Conversation in Spanish - 3rd ed., D. Van Nostrand Company.

Spanish Dictionaries

1. Pequeño Larousse, Español-Inglés, English-Spanish
2. Pequeño Larousse, Ilustrado